schild and Baron Hirsch, the result appears slight; but the transfer of town inhabitants into agriculture is everywhere a difficult and expensive undertaking. The city dweller, accustomed to an easier and more exciting life, has little inclination to return to the primitive and dull life of the village. But even if, in exceptional cases, he decides to do so, it remains questionable whether he will persevere, for the task of the new settler is exceedingly difficult. He must learn agricultural work and compete with those born to it; and he has to do even more, for he does not carry on a going concern, but must build up a new economy. He has to count with many unknown factors—the soil, the markets, hygienic conditions, etc.—each of them a rock on which he can easily founder. Moreover, farmers by inheritance and tradition usually find help in their parents and in their children; whereas the new settler is, in most cases, alone, or has a wife and young children, and must do the work divided elsewhere between three generations; he is not a link in a chain, but starts a chain, and has to some extent to carry the burden of the coming generations. Colonization, if successful, has the advantage of securing a safe basis of existence also for the future generations of his family; and the slow rate at which all colonization progresses is acceptable, if further generations continue on the farmsteads. But

where there is no such hope, and one generation alone remains on the land, money and labour are misapplied.

II. AGRICULTURAL, EDUCATION

The agricultural education of the Jewish children is much more difficult than that of non-Jewish children, who are almost without exception sons of farmers, brought up in agricultural surroundings. These are familiar with the work, and all they lack is certain theoretical information, which they can acquire in a comparatively short time, in winter